

**Grade Level:** Third

**Content Area:** Geography

**Objective:** Students will read and interpret information using geographic tools and formulate geographic questions. Students will locate major oceans, continents, countries, and large bodies of water. Students will work collaboratively to research a geography-based problem from either the US or Kenya. Students will identify geography-based problems and examine ways people have tried to solve them.

**Vocabulary:** Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge.

Earthquake, Avalanche, Geography, Citizens

**Procedure:**

Session 1	Ask students to illustrate the landscape of Kenya based on what they learned yesterday. Open up <b>Google Earth</b> zero in on Kenya (you will need to download the program before this lesson). Are their predictions accurate? What else do they want to know about the geography of Kenya? Where is Kenya in relation to their state? Where is Kenya in relation to other continents, oceans, countries, and major bodies of water? What problems might the people of Kenya face as a result of their geography? Post your questions on the blog.
Session 2	Show students the Earthquake article and as a class discuss possible solutions to help prevent this problem from happening in the future (possible examples: create a protocol for building requirements in Haiti, build only one story buildings, offer scholarships to Haitian students to pursue engineering degrees to build more stable structures...).
Session 3	Divide students up into four groups. Give each group an article about the geography-based problems people might face in the United States or in Kenya. Provide time for each group to brainstorm possible solutions for their geography-based problem.
Session 4	Students can create a poster, a PowerPoint, a glog, a four-door book, or any number of presentation ideas to display their solutions.
Session 5	Presentations on each geography-based problem and assessment.

**Differentiation Strategies:**

<b><u>Special Education</u></b>	<b><u>Gifted and Talented</u></b>	<b><u>English Language Learners</u></b>
Provide students with the note-catcher and have them present their geography based problem from the note-catcher.	Challenge students to create two different solutions for the class to vote on.	Provide time for students to illustrate pictures of their proposed solution.